



What is Geography at Kirk Smeaton CE Primary School?

Reviewed: May 17

Geography is the study of the earth's form, its physical and human features and climates. At Kirk Smeaton CE Primary School we follow the National Curriculum Chris Quigley's 'Essential Curriculum' (2014) (see Appendix 1. Geography Passport/profile).

Aims of Geography

- To stimulate all children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface.
- To all foster children's sense of wonder at the beauty of the world around them.
- To help all children to develop an informed concern about the quality of the environment and the future of the human habitat.
- To enhance all children's sense of responsibility for the care of the Earth and its people.
- What exists & where.

Inclusion/equality statement

We believe that a broad and balanced geography education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability.

Geography in relation to the National Curriculum

EYFU/ Reception

In Reception geography is about having the opportunities to find out and learn about the world they live in the Early Years Curriculum through Knowledge & Understanding.

Children will....

- Be encouraged to talk about places & people by using all their senses and experiences of their world. We support them to identify similarities & differences.

Key Stage 1

In Key Stage 1, geography will support children to;

- Investigate places
- Investigate patterns
- Communicate geographically
-

By the end of Key Stage 1, most children will be able to...

- Ask & answer geographical questions
- Identify key features of locations (human & physical)
- Use maps, globes & atlases to identify continents, countries and oceans.
- Compare UK & European countries
- Identify seasonal weather patterns in the UK and other countries
- Identify land use around the school
- Use basic geographical vocabulary when describing human & physical features
- Use compass directions N, S, E, W to communicate routes
- Devise simple maps using grid resources

Key Stage 2

In Key Stage 2, geography is about developing knowledge, skills and understanding relating to people, places and environments at different scales in the United Kingdom and overseas and an appreciation of how places relate to each other and the wider world.

Children will...

- Study places and themes at different scales – from local to national in the United Kingdom and overseas and investigate how people and places are linked and how they relate to the wider world by researching life in an Asian village and world locations of current topical interest.
- Study how and why physical and human features are arranged as they are in a place or environment and how people are influenced by and affect environments issues, rivers and mountains as well as identifying geographical processes involved in world events.

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- Focus on geographical questions like 'What is it like?', 'How did it get like this'? And 'How and why is it changing'?
- Develop and use geographical enquiry skills, including fieldwork and IT skill, geographical terms, making and using maps and using photographs.

By the end of Key Stage 2 most children will be able to...

- Explain the physical and human characteristics of places and their similarities and differences.
- Know the locations of key places in the United Kingdom, Europe and the world.
- Explain patterns of physical and human features.
- Recognise how selected physical and human processes cause changes in the character of places and environments.
- Describe how people can affect the environment and explain the different views held by people about environmental change.
- Undertake geographical investigations by asking and responding to questions and using a range of geographical enquiry skill, resources and their own observations.

All children (ie Reception, KS1 and KS2) will...

- Develop language skills through talking about their work and presenting their own ideas using sustained and systematic writing of different kinds.
- Use geographical language and draw maps and diagrams to communicate geographical information.
- Read fiction and non-fiction and extract information from sources such as reference books, CD ROMS, e-mails and the internet.
- Work with others, listen to each other's ideas and treat them with respect.
- Have opportunities to consider their own attitudes and values and those of other people.
- Develop respect for evidence and critically evaluate ideas which may or may not fit the evidence available.
- Develop a respect for the environment and be encouraged to evaluate their own and other's effect or impact on it.

Progress in Geography will be characterised by...

- An increase in breadth of studies ie the gradual extension of content – places, themes and environments to be considered.
- An increasing depth of study ie the gradual development of general ideas and concepts and deeper understanding of increasingly complex and abstract processes, patterns and relationships.
- An increase in the spatial scale of study ie the shift in emphasis from local, smaller scale studies to more distant, regional, national, continental and global scales.
- A continuing development of skills ie the use of specific geographical skills such as map work and more general skills of enquiry matched to children's developing cognitive abilities.
- Increasing opportunities for children to examine social, economic, political and environmental issues ie the chance to develop greater appreciation and understanding of the influence of people's beliefs, attitudes and values on alternative courses of action relating to people, places and environments.

Curriculum Organisation

Class Teachers are responsible for teaching the skills and knowledge which has been based on the Chris Quigley's Essential Curriculum (2014). Geography is taught through themed approach and linked to; science, history & art where possible.

The ECO Committee led by Mr France encourages pupils to take their environmental responsibilities seriously both in the immediate school environment, the village community and the wider national & international community.

Relationship to Other Subjects

Geography is taught as a subject where skills and knowledge have a geographical focus or through a cross-curricular approach. The school subscribes to 'Espresso' and on a regular basis world news is taught through 'News Bites' and 'News Round' which supports Geography.

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Equal Opportunities and Special Needs

Pupils with Special Needs will be taught through differentiated work and a variety of teaching strategies. Teachers seek advice via the SENCo for children with physical disabilities such as cerebral palsy, when planning field study activities. Children for whom English is a second language are particularly able to contribute and take a leading role in geography lessons where their home country is the focus.

Assessment and Recording for Subject

Children's progress in geography is teacher assessed and recorded on the Geography 'Passport' (see appendix 1.) Older children are encouraged to record their progress and confidence in 'geography' within the passport system during assessment weeks.

Resources

Resources in regular use are based in classrooms, including maps, weather station, globes, atlases etc. More specialised geographical equipment such as weather gauges, compasses and occasionally used maps are stored either within the year group, with the Subject Co-ordinator or in the Geography cupboard located in the Staffroom. In recording some aspects of the geography curriculum, the digital camera, computer and tape recorder can be invaluable tools.

Safety Guidelines

Teachers refer to the School's Health and Safety Policy and the safety procedures recommended in the DfEE 'Health and Safety of Pupils on Educational Visits' guidelines for the field study aspects of this subject.

Time Allocation

The present National Curriculum suggests that this subject should be allocated approximately 1 hour per week in KS1 and KS2 or the equivalent if it is blocked for a number of weeks however, geography is woven into our theme approach.

Appendix 1. Geographical Profile

I can investigate places

I can investigate patterns

I can communicate geographically

Passport for recording attainment, progress & achievement

1. I can investigate places.

Milestone 1	Date Achieved	Milestone 2	Date Achieved	Milestone 3	Date Achieved
Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).		Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons		Collect and analyse statistics and other information in order to draw clear conclusions about locations.	
Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.		Identify and describe how the physical features affect the human activity within a location.	

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.		Use fieldwork to observe & record the human & physical features in the local area using a range of methods including sketch maps, plans and graphs & digital technologies		Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.	
Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.		Use a range of resources to identify the key physical and human features of a location.		Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways	
Use aerial images and plan perspectives to recognise landmarks and basic physical features.		Recognise land-use patterns; and understand how some of these aspects have changed over time.		Analyse and give views on the effectiveness of different geographical representations of a location.	
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		Name & locate counties and cities of the United Kingdom, geographical regions & their identifying human & physical characteristics, including hills, mountains, cities, rivers, key topographical features.		Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including land-use, patterns; and understand how some of these aspects have changed over time.	
Name and locate the world's continents and oceans.		Name and locate the countries of Europe and identify their main physical and human characteristics		Name and locate the countries of North and South America and identify their main physical and human characteristics	

2. I can investigate Patterns

Milestone 1	Achieved	Milestone 2	Achieved	Milestone 3	Achieved
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country		Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.		Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).	
Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.		Describe geographical similarities and differences between countries.		Understand some of the reasons for geographical similarities and differences between countries.	
Identify land use around the school.		Describe how the locality of the school has changed over time.		Describe how locations around the world are changing and explain some of the reasons for change	
				Describe geographical diversity across the world.	
				Describe how countries and geographical regions are interconnected and interdependent.	

3. I can communicate geographically

Milestone 1	Achieved	Milestone 2	Achieved	Milestone 3	Achieved
Use basic geographical vocabulary to refer to: key physical features , including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.		Describe key aspects of: physical geography , including: rivers, mountains, volcanoes and earthquakes and the water cycle.		Describe and understand key aspects of: physical geography , including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.	
Use basic geographical vocabulary to refer to: key human features , including: city, town, village, factory, farm, house, office and shop.		Describe key aspects of: human geography , including: settlements and land use.		Describe and understand key aspects of: human geography , including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy,	
Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map		Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world		Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate	
Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).				Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	

Geography Overview (not used since Sept 2014)

Geography

Skills Subject Level:

4 - Upper

Load Text

Clear Text

Tick to replace text, untick to append existing text

Essential key skills and knowledge

- Using maps or plans, I can talk about my local area
- I know that houses in most streets have numbers and that the numbers have a specific order
- I am able to find pictures of specific places using the internet (sometimes I need help with this)
- I can talk with my friends about the celebrations, customs, festivals and practices of a variety of different groups

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- I can discuss ways of tackling specific issues in my area, eg. parking outside school
- I have ideas about why seaside resorts around the world can be popular
- I know that geographical features differ from place to place, e.g. some areas are flat whilst others are hilly
- I am familiar with and have views about a contrasting environment in the UK

- I know about the effects of weather on myself and my surroundings

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- I know that I live in the U.K. and that the U.K. is made up of England, Wales, Scotland and Northern Ireland
- I can think of ways to improve my local area or my school
- I use tally charts and tables to record the number of cars that I see, or to record information about the type of buildings I see
- I can follow directions, including terms like 'front of', 'far', 'near', 'right', 'left', 'north', 'south', 'east' and 'west'
- I can point to the place I live on the map of the U.K.
- I show a greater understanding of a more distant place and can carry out more individual research on that country
- I can use maps to find routes and can also find the longest and shortest routes
- I can talk about likes and dislikes in relation to the environment
- I can talk, with some confidence, about the differences between my local area and a contrasting place
- I appreciate the difference between village, town and city
- I know that people can affect the environment in good and bad ways
- I know that different people across the world experience different weather patterns from our own
- I use the right geographical words to describe features (eg temperature, transport, industry)
- I can plan a visit to a specified place and work out how far away it is and how I might get there
- I know that people living in warm climates dress differently from us and have to adapt their lives to their climate
- I can measure wind speed, rainfall and noise levels around the school
- I can describe the physical and human features of a place studied, and understand how the mix of these features helps to explain its character
- I can account for my views of the environment, recognising that others may have reasons for thinking differently
- I use the internet to find out about a contrasting locality
- I recognise how the presence or absence of water can influence the character of places
- I can offer appropriate observations about locations and the patterns made by human and physical features

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- I am beginning to understand the democratic process used to make local decisions
- I appreciate the importance of location in understanding place, and offer explanations for patterns of physical or human features
- I can plan a route thinking about different forms of transport to be used
- I use multimedia presentations to explain my own and other people's views about environmental change

- I can plan a journey and think about different modes of transport that may need to be used
- I can identify time differences from around the world
- I can begin to contrast a town in a wealthy country with one in a less economically developed country
- I know how changes to the environment can impact on the people who live there
- I know about key places in the UK and Europe and I continually add to my knowledge
- I recognise selected physical processes relating to rivers and mountains, and am beginning to appreciate how these can change the character of places

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Communication	Application of Number	Information Technology	Working with Others	Improving and Learning	Problem Solving
<p>Lower level 1 I can talk about dangers of parking and general mis-use of the roads outside school</p> <p>I can talk about my own home, and explain what can be found in different rooms</p> <p>Using maps or plans I can talk about my local area</p> <p>I can explain what the main features of a seaside resort are</p>	<p>I know that houses in my and most streets have numbers and that the numbers have a specific order</p> <p>I know that some celebrations happen on a special date associated with the calendar</p> <p>I am able to count accurately to 10 when carrying out a traffic survey</p>	<p>Using the Digiblu and other digital cameras, I can take pictures of my local area</p> <p>I am able to find pictures of specific places using the internet (sometimes I need help with this)</p> <p>I know that the digital camera can be used to create pictures on the computer</p>	<p>I am happy to share equipment with a partner</p> <p>I have a talk partner and know what is expected of me when asked to work with my partner I can work sensibly with a partner when required to do so</p> <p>I can talk with my friends about the celebrations, customs, festivals and practices of a variety of different groups</p>	<p>I know and understand what I do well</p> <p>I know what I do well and enjoy this work</p> <p>I can show others how I feel by the look on my face</p> <p>I listen carefully when it is important for me to do so</p>	<p>When it is sensible to do so, I will use my senses to help me find out more about what I am investigating</p>
<p>Upper level 1 I can discuss ways of tackling specific issues in my area, eg, parking outside school</p> <p>I can talk about why seaside resorts around the world can be popular</p> <p>I can explain that geographical features differ from place to place, e.g. some areas are flat whilst others are hilly</p> <p>I am familiar with and can talk about a contrasting environment in the UK</p> <p>- I am able to ask appropriate questions when someone is talking to me</p>	<p>I can begin to follow a route on a map between two familiar places</p> <p>During surveys, I can work out how many more are needed to make 10</p> <p>I can organize a set of house numbers up to 20</p>	<p>I can take digital photographs of different geographical features in my area</p>	<p>I am happy either to lead or be directed by others</p> <p>I can share appropriate information by talking to others</p> <p>I recognise the need to talk to someone about something that may concern me</p> <p>I recognise how others feel in certain situations</p>	<p>I talk about what I like and why I like it</p> <p>I can think of my own ideas once given a starting point</p> <p>I have good levels of attention and motivation because I am interested in geographical work</p> <p>I can explain to other why I enjoy an activity</p> <p>I am quick to ask for help if it sensible to do so</p> <p>I am happy to have a go at something new to me</p>	<p>I can make up maps to represent make-believe places</p> <p>When it is sensible to do so I will use my senses to help me find out more about my geographical investigation</p> <p>I can work successfully on a problem I have been given</p> <p>I can play and experiment to find out things about different places</p>

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Communication	Application of Number	Information Technology	Working with Others	Improving and Learning	Problem Solving
<p>about a geographical issue</p> <ul style="list-style-type: none"> - I can write out simple geographical instructions in the correct order <p>Lower level 2</p> <ul style="list-style-type: none"> - I use an increasing number of geographical terms, such as 'hill', 'river' and 'road', when describing what I can see - I can explain the effects of weather on myself and my surroundings - I can explain that I live in the U.K. and that the U.K. is made up of England, Wales, Scotland and Northern Ireland - I can explain how people and weather can change an environment I can draw labelled diagrams about my area, using geographical language <p>Upper Level 2</p> <ul style="list-style-type: none"> - I can talk, with some confidence, about the differences between my local area and a contrasting place - I can write about how people can affect places - I can write about how the weather can affect places - I can talk about likes and dislikes in relation to the environment - I use maps and globes to talk about major geographical features, e.g. 	<p>I know my address and post code</p> <p>I can follow directions, including terms like 'front of', 'far', 'near', 'right', 'left', 'north', 'south', 'east' and 'west'</p> <p>I use tally charts and tables to record the number of cars that I see, or to record information about the type of buildings I see</p> <p>I can follow a route on a map or plan</p> <p>I can work out the difference in length between two routes around the school</p> <p>I can count traffic and suggest reasons why the flow changes at different times</p>	<p>I use the computer to draw graphs of information I have collected,</p> <p>I can use the computer to answer questions about the weather or my local area</p> <p>I use the Internet to help me find out more about my local area.</p> <p>I can use text and pictures to tell people about my school or local area</p>	<p>I can get on with my work without distracting others</p> <p>I enjoy collaborative tasks</p> <p>I am prepared to listen to the ideas of others without interrupting them</p> <p>I know that, if I talk to someone about an issue or a problem, it can lead to me feeling better about it</p> <p>I know that certain things may cause others to feel unhappy</p> <p>I am happy to talk about ideas and respond to the ideas of others in order to extend my thinking</p>	<p>I understand what I need to do next to improve my learning</p> <p>I choose the right moment to tell someone about which aspect of geography I enjoy and which I don't</p> <p>If I am not clear about my learning, I will ask questions to help me understand more</p> <p>I gather information from a variety of sources, such as maps and data</p> <p>- I know about the things that help me to learn effectively</p> <p>- I can point to the place I live on the map of the U.K.</p> <p>- I can point to my best piece of work and explain why I have chosen it</p> <p>- I recognise work that could</p>	<p>I can think of more than one way to solve a problem</p> <p>I appreciate that many problems have more than one solution</p> <p>I can offer a range of solutions to problems by recalling previous geographical information</p> <p>I can think of ways to improve my local area or my school</p> <p>I can take two points of view about a local issue and look for a solution</p> <p>I show a greater understanding of a more distant place</p> <p>I can carry out research about another place</p> <p>I take time to ensure that problems presented make sense to me</p> <p>I will talk to someone about</p>

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<p>sea, rivers and cities</p> <ul style="list-style-type: none"> - I use precise geographical language to explain my reasoning - I listen out for key geographical words or phrases when listening to someone talk to me about geographical issues <p>Lower level 3</p> <ul style="list-style-type: none"> - I can consult written sources of information to plan a visit to a specified place - I can talk about how I would get to a specific destination and what clothes it would be appropriate to wear - I use an increasing number of geographical terms when describing my local area - I can communicate knowledge and understanding orally and in writing, and offer points of view based upon what I have found out - I can write a newspaper article/ record a radio news report about a local environmental issue - When presenting my findings to others I work from key notes I have made <p>Upper level 3</p>	<p>I can read a thermometer</p> <p>I can find routes using maps and can find the longest and shortest routes</p> <p>I can plan a visit to a specified place and work out how much it would cost me</p> <p>I use atlases to locate page numbers for information</p> <p>I can represent a 3D shape as a 2D image - eg, the globe as a flat map</p>	<p>I can make a simple database to record information I have found out</p> <p>I use my database to answer questions about my observations</p>	<p>I can communicate effectively as a member of a group or team in order to convince others of my point of view</p> <p>I am happy to give feedback to others in a group about their performance</p> <p>I can work effectively in lots of different teams</p> <p>I speak to visitors or to persons my teacher suggests (under supervision) to find out about places or environments</p> <p>I prepare questionnaires to investigate people's views about an environmental issue eg. new buildings or land-fill sites</p> <p>I can persuade others to have a go at my idea even though they may not readily agree with the idea in the first place</p>	<p>have been done better</p> <ul style="list-style-type: none"> - I can set myself targets and work towards my own rewards - I am very keen to learn new skills - I will leave an activity and go back to it if it takes a long time to get it right - I value feedback that will help me to improve my geographical knowledge and understanding - I can decide when I need 'time out' or 'think time' to deal with my emotions - I am excited about challenges, especially those that require deep thinking - I prioritise the most important thing to be done first when organising my own work - I keep focused on a task and avoid distractions - I am prepared to ask different types of questions to check my understanding 	<p>a possible solution to a problem</p> <p>I ask relevant questions to solve problems and discuss how to find answers to questions posed</p> <ul style="list-style-type: none"> - I am good at assessing when a task I have been working on has been completed well - I can make my own judgments based on my own and other people's reasons and can give evidence - I know the range of resources I have available to tackle specific problems - I accept that I will have to think deeply about some tasks I undertake - I can sort and classify information checking it for accuracy

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<p>- I can describe a range of physical and human features of my locality</p> <p>- I show a developing ability to ask and respond to geographical questions and to express views about physical and human features of the environment</p> <p>- I can describe and compare features of my local area and identify changes within and across different periods of time</p> <p>- I can identify and explain how people affect the environment and recognise ways people try to manage it for the better</p> <p>- I explain the similarities and differences between places and begin to talk about the links between them My geographical writing is able to interest, instruct or persuade the reader</p> <p>Lower level 4 - I am able to carry out independent research to help generate a number of questions associated with a topic I am pursuing with an interviewee</p> <p>- I am beginning to be able to explain the importance of location in understanding water distribution</p>	<p>I can use data to investigate the issue of traffic management in a specific area and use the evidence to make a reasoned decision about the outcome</p> <p>I can measure wind-speed, rainfall and noise levels around the school</p> <p>I can record my information on charts, graphs and tables</p> <p>I interpret data and information and consider whether it is relevant and reasonable</p> <p>I collect statistics about people and places and present them in tables, charts, graphs and pie charts</p> <p>I make careful measurements of rainfall, noise levels and distances,</p>	<p>I use e-mail to discuss how my school compares with another in a different area</p> <p>I use the internet to find out about a contrasting locality</p> <p>I use multimedia presentations to explain my own and other people's views about environmental change</p>	<p>- I can think of a set of relevant questions I need to ask different people</p> <p>- I understand that other people may have a view that is different to my own</p> <p>- I can discuss the ideas of others in order to extend my own thinking and generate new ideas</p> <p>- I know that my ideas can help other people</p> <p>- I am good at putting my point across</p> <p>- I know that not everyone shares my views, beliefs and ideas</p> <p>- I am always prepared to listen to the points made by others</p> <p>- I understand that the decisions I make impact on others</p> <p>- I know how to listen to the opinions of others when making joint decisions</p> <p>- I know that certain people will have expertise that puts them in a better position to answer certain questions</p>	<p>- I am happy to try out something that I know may not work</p> <p>- I am prepared to think about the things that prevent me from learning even more about a topic or task</p> <p>- I know when a piece of work has been completed to the best of my ability</p> <p>- I can use a variety of strategies to control my feelings</p> <p>- I prepare thoroughly for a task because I want to be successful</p> <p>- I will get on with a task without anyone reminding me what to do</p> <p>- I recognise that it is easy to be excited about a task I do well in</p> <p>- I use mind mapping to deepen my understanding and reflect on my learning</p> <p>- I use confidently a full range of study skills and different kinds of maps and resources to undertake independent investigations</p> <p>- I can explain and discuss in different ways what I have learnt from others</p> <p>- I can work out when it is time for me to change an activity, either because I need a break from my previous task or to give my</p>	<p>- I know how to make an idea even better</p> <p>- I use more than one piece of evidence to support my findings</p> <p>- I am a good organiser of time</p> <p>- I am prepared to gather information and data to help me think about solutions to a problem</p> <p>- I resolve not to give in too easily when things get hard</p> <p>- I consider a variety of approaches to a problem</p> <p>- I can predict outcomes to enquiry and anticipate consequences of my actions</p> <p>- I use original ideas to complete a task</p> <p>- I don't always go for the first possible solution to a problem</p> <p>I can design some elements of a plan to improve the local High Street</p>

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Communication	Application of Number	Information Technology	Working with Others	Improving and Learning	Problem Solving
<ul style="list-style-type: none"> - I can explain human processes and begin to understand how they can change the character of a place - I recognise and describe how people can improve or damage the environment - I can explain how people can improve the environment through water conservation - I can describe the approaches taken to environmental management <p>Upper level 4</p> <ul style="list-style-type: none"> - I can explain selected physical processes relating to rivers, and I am beginning to appreciate how these can change the character of places - I describe the varying weather conditions in the world, and understand how these influence the way in which any area is developed - I can identify and explain different views held by people about an environmental change - I relate local river work to generalisations about rivers elsewhere - I can explain quite a sophisticated range of similarities and differences between places 	<p>and calculate as necessary</p> <p>I can identify time differences around the world</p> <ul style="list-style-type: none"> - I find a range of source materials and plot detailed, sophisticated weather information - I can identify time differences from around the world - I can approximate the size of a place (Km 2) using the scale of a map. - I use a compass to describe a route on a map - I can analyse a set of responses to questionnaires and make sense of the findings - When measuring temperature I can find the difference between a positive and a negative 	 <p>I can use multimedia presentations to explain own and other people's views about environmental change</p> <p>I use internet maps and atlases to locate information about places and environments</p>	<ul style="list-style-type: none"> - I accept constructive criticism from others in my group to enable me to improve my performance - I take account of other viewpoints when considering how successful a piece of work is - I understand that sometimes other people will make decisions that impact on me <p>I am happy to ask someone a series of questions designed around a questionnaire or survey</p> <p>I can share the same working environment and respect the differing needs of others</p> <p>I can act as an advocate for views and beliefs that may differ from my own</p>	<p>learning appropriate balance</p> <ul style="list-style-type: none"> - I identify strengths and weaknesses in my work and give reasons why - I cope well with additional pressure that work may bring - I have a good idea what the risks are when considering my work - Approach every lesson with the same good level of motivation, irrespective of the subject - I evaluate ideas, actions and discussions - I am happy to persevere with a task even though the solution may not be readily at hand - I make good use of any opportunity provided for me to reflect on my geography I have learnt - I know which aspect of my geography learning makes me feel most relaxed - Through my reflections I aim to improve my attitude to geography and my effectiveness as a learner - I will not be deterred from getting on with a task even though there are a number of distractions - I am confident enough to set out steps that will help 	<p>I don't allow difficult tasks to get to me</p> <p>When carrying out independent research, I demonstrate good organisational skills which include finding appropriate resources</p> <p>I am prepared to persevere at a difficult task</p> <ul style="list-style-type: none"> - I can plan a journey and think about different modes of transport that may need to be used - I know how to research independently in order to find answers to questions posed - When making suggestions I can break down ideas into manageable steps - I can explain my judgments, drawing upon positive and negative features in order to make fair conclusions - I accept that my first possible solution may not be the most effective or efficient solution - I continually look for

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<p>- I use precise geographical language to explain my own thinking and that of others</p> <p>- I have developed good interviewing techniques when talking to experts in geography</p>	<p>integer, or two negative integers</p>			<p>me to improve my geography skills</p> <p>- I appreciate the difference between a task that is too difficult for me and one that requires me to think more deeply</p> <p>- I can present information appropriately, giving consideration to the people I am presenting to</p>	<p>alternative and innovative ways to extend ideas, drawing upon previous knowledge and understanding and imagination</p> <p>- I can suggest hypotheses to ideas, giving plausible reasons for my thinking</p>

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